

Mentor Forum Agenda

April 9, 2013

Connecting: ASW Tool (20 minutes)

Triads: Challenges while working through the ASW tool?

How did the ASW tool help inform instruction?

Did the information help to change instruction?

Learning: Teacher Effectiveness Model (20 minutes)

Danielson Framework/WI Teacher Standards

Managing: (5 minutes)

- Celebrate growth of new teacher-write letter, order CALS to see change over time
- Give all documentation back to mentees
- April 22nd Community of Practice Seminar - 5:00 - 7:00 at North
- EDU 584: Writing the PDP, May 6th, 13th, and 20th 5:00 - 8:00 at City Center

Closure: Celebration (15 minutes)

Create a chart to share successes from the year



Wisconsin Teacher Standards

Standard 1: Teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

- Uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.
- Represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in his/her teaching of subject matter concepts.
- Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- Develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- Creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Standard 2: Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

- Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (intellectual, social and personal) and that leads to the next level of development.
- Stimulates student reflection on prior knowledge and links new ideas to familiar ones, makes connections to students' experiences, provides opportunities for engagement, manipulations, and testing of ideas and materials, and encourages students to assume responsibility for their learning tasks.
- The teacher accesses students' thinking and experiences as a basis for instructional activities.

Standard 3: Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

- Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- Uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning modes (how students learn) and performance modes (how students demonstrate what they have learned).
- Makes appropriate provisions for individual students who have particular learning differences or needs.
- Identifies when and how to access appropriate services or resources to meet exceptional learning needs, and the needs of those students with particular talents.
- Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences.
- Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family and community experiences and cultural norms.
- Creates a learning community in which individual differences are respected.

Standard 4: Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

- Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.
- Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance skills and that help students assume responsibility for identifying and using learning resources.
- Constantly monitors and adjusts strategies in response to learner feedback.
- Varies his or her role in the instructional process in relation to the content and purposes of instruction and the needs of students.
- Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Standard 5: Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Creates a smoothly functioning learning community in which students assume group- and self-responsibility, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- Engages students in individual and cooperative learning activities that develops in them the motivation to achieve.
- Organizes, allocates, and manages the resources of time, space, activities, and attention to provide equitable engagement of students in productive tasks.
- Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- Helps the group develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- Analyzes the physical classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Wisconsin Teacher Standards *continued*

Standard 6: Teachers communicate well.

The teacher uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Models effective communication strategies in conveying ideas and information and in asking questions.
- Supports and expands learner expression in speaking, writing, and other media.
- Asks questions and stimulates discussion in different ways for particular purposes.
- Communicates in ways that demonstrate a sensitivity to cultural and gender differences.
- Uses a variety of media communication tools to enrich learning opportunities.

Standard 7: Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

- As an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- Plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- Creates short-range and long-term plans that are linked to student needs and performance. Adapts plans to ensure and capitalize on student progress and motivation.
- Responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Standard 8: Teachers know how to assess student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

- Appropriately uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- Solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- Evaluates the effect of class activities on both individuals and the class as a whole.
- Monitors teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, families, and other colleagues.

Standard 9: Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (pupils, parents, and professionals in the learning community) and others, and who actively seeks out opportunities to grow professionally.

- Uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- Seeks out professional literature, colleagues, and other resources to support his/her development as a learner and a teacher.
- Draws upon professional colleagues within the school and other professional arenas, actively sharing experiences and seeking and giving feedback.

Standard 10: Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

- Participates in collegial activities designed to make the entire school a productive learning environment.
- Makes links with the learners' other environments on behalf of students.
- Identifies and uses community resources to foster student learning.
- Establishes respectful and productive relationships with families from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
- Talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- Acts as an advocate for students.

EVALUATION OF TEACHER PRACTICE BASED ON FRAMEWORK FOR TEACHING

<http://www.danielsongroup.org>

http://ee.dpi.wi.gov/ee_home

Data for teacher evaluation will come from classroom observations and other evidence sources. Charlotte Danielson's 2013 *Framework for Teaching*®, a research-based model for assessing and supporting teaching practice, has been adopted for evaluating teachers. DPI is in the process of developing the infrastructure and support for utilizing Danielson's Framework.

The Framework is organized into 4 domains and 22 components. Multiple evidence sources can be gathered for all components, although domains 2 and 3 are usually observed during classroom lessons. A complete description of the Domains and Components, as well as indicators and descriptions of performance levels is available in *The Framework for Teaching Evaluation Instrument, 2013 Edition*. The four Framework domains are as follows:

Domain 1: Planning and Preparation

Defines how a teacher organizes the content that the students are to learn – how the teacher designs instruction. All elements of the instructional design – learning activities, materials, assessments, and strategies – should be appropriate to both the content and the learners. The components of domain 1 are demonstrated through the plans that teachers prepare to guide their teaching. The plan's effects are observable through actions in the classroom.

Domain 2: The Classroom Environment

Consists of the non-instructional interactions that occur in the classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of domain 2 are demonstrated through classroom interaction and are observable.

Domain 3: Instruction

Consists of the components that actually engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to students as well as teachers. Like domain 2, the components of domain 3 are demonstrated through teacher classroom interaction and are observable.

Domain 4: Professional Responsibilities

Encompasses the teacher's role outside the classroom. These roles include professional responsibilities such as self-reflection and professional growth, in addition to contributions made to the schools, the district, and to the profession as a whole. The components in domain 4 are demonstrated through classroom records, professional development activities and teacher interactions with colleagues, families, and the larger community.

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments 	<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism 	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Correlation between the Wisconsin Teacher Standards and the Danielson
Framework for Teaching

Wisconsin Teacher Standard	Danielson Framework Component(s)
#2 Teachers know how children grow.	Planning and Preparation 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes. 1e: Designing Coherent instruction Instruction 3c: Engaging Students in Learning
#3 Teachers understand that children learn differently.	Planning and Preparation 1b: Demonstrating Knowledge of Students
#5 Teachers know how to manage a classroom.	Classroom Environment 2a: Creating an Environment of Respect and Rapport Instruction 3c: Engaging Students in Learning
#1 Teachers know the subjects they are teaching.	Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent instruction Instruction 3c: Engaging Students in Learning
#4 Teachers know how to teach.	Instruction 3a: Communicating with Students 3c: Engaging Students in Learning 3f: Demonstrating Flexibility and Responsiveness

<p>#8 Teachers know how to test for student progress.</p>	<p>Planning and Preparation 1f: Designing Student Assessments</p> <p>Instruction 3d: Using Assessment in Instruction</p>
<p>#7 Teachers are able to plan different kinds of lessons.</p>	<p>Planning and Preparation 1b: Demonstrating knowledge of students 1e: Designing coherent instruction</p>
<p>#4 Teachers know how to teach. #6 Teachers communicate well.</p>	<p>Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging students in learning</p>
<p>#6 Teachers communicate well. #9 Teachers are able to evaluate themselves</p>	<p>Professional Responsibilities 4a: Reflecting on Teaching 4e: Growing and Developing Professionally 4f: Showing Professionalism</p>
<p>#10 Teachers are connected with other teachers and the community.</p>	<p>Professional Responsibilities 4c: Communicating with Families 4d: Participating in a Professional Community 4f: Showing Professionalism</p>